



Re(Casting) Call: Sculpting Services & Strategies for Cultivating Online Scholarly Identity

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Kristen Mapes

Lynn Silipigini Connaway, Ph.D.

#ACRL19OSI

Slides available

tinyurl.com/ACRL19OSI

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Meet the Panelists



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Agenda

1. Introductions & Reporting on Scholarly Identity Research (Marie Radford)
2. Librarians Supporting Scholars (Lisa Janicke Hinchliffe)
3. Digital Presence Initiative (Kristen Mapes)
4. Personal Online Presence (Lynn Silipigni Connaway)
5. Visitor & Resident Mapping Activity

Introduction to the Panel



Defining scholarly
identity (SI)



Research study and
summary of findings



Roles for academic
librarians

Definition & Problem Statement

- **SI**: scholars' efforts to build & promote reputation, networks, & research
 - SI constructed with digital tools & academic social networking sites (SNS)/platforms/metrics
 - **Platform examples**: ResearchGate, Academia.edu, Google Scholar, Twitter, ORCID
- Growing concern with **metrics/altmetrics**
 - Increasingly used to measure SI & impact
- **SI research gaps**:
 - Understanding/measuring benefits/drawbacks of SNS & other platforms
 - What role should academic librarians play in assisting scholars with SI-related needs?

Literature Review



Defining SI

(Bringham, 2016)



SI digital platform functions (Akers et al., 2016)



User engagement

(Kjelberg et al., 2016)



Ethical considerations

(Bond, 2017)



Potential library interventions

(Reed et al., 2016)



Theory

- Goffman (1957, 1967)
 - Impression management
 - Dramaturgy
 - Face threats

Research Questions



RQ1: What are scholars' information needs when managing SI?



RQ2: How can scholars engage in effective practices to manage SI, including SNS, digital tools/platforms, & human resources?



RQ3: What barriers exist to managing SI?



RQ4: What, if any, practices do academic librarians engage with to assist Ph.D. students & faculty with managing SI?



RQ5: How can SI-related assistance become a larger part of academic librarians' services to Ph.D. students & faculty?

Method

- Qualitative & Exploratory
 - 30 semi-structured interviews
 - 10 Ph.D. students
 - 10 faculty
 - 10 academic librarians
- Recruited via ACRL & CRTNET listservs



Data Analysis

- Qualitative coding
 - Constant comparisons (Charmaz, 2014)
 - Emic/etic coding (Miles & Huberman, 1994)
- Developed initial typology
- NVivo software
- 4 coders achieved high intercoder reliability

Demographics: 30 Interviews

Gender	N (%)	Race/Ethnicity	N (%)	Age	N (%)
Female	20 (67%)	Caucasian/White	19 (63%)	26-34	16 (53%)
Male	9 (30%)	African American/Black	3 (10%)	35-44	5 (17%)
Nonbinary	1 (3%)	Asian	3 (10%)	45-54	3 (10%)
		Hispanic	2 (7%)	55-64	3 (10%)
		White/Latinx	1 (3%)	65+	3 (10%)
		Unknown	2 (7%)		

Social Networking Sites & Platforms for SI Work

SNS/Platform	N (%)
Twitter	23 (77%)
Facebook	22 (73%)
ResearchGate	20 (66%)
Instagram	19 (63%)
Academia.edu	18 (60%)
ORCID	15 (50%)

Findings: Major Themes



Benefits of SI Work



Drawbacks of SI Work



Library Service Roles

“The Good” Benefits of SI Work

Theme	N (%)
Connect with other researchers	27 (90%)
Disseminate academic activities	24 (80%)
Share/exchange materials with other researchers	20 (67%)
Facilitate Tenure/Promotion	13 (11%)



Connect with other Researchers

“I can connect with people who share similar research interests with me through those academic websites. I can see their research interests & papers. Whenever I use those online tools it gives me feelings like I'm part of these people & makes me feel like I belong.”

(Ph.D. Student, P39)

“The Bad” Drawbacks to SI Work

Theme	N (%)
Time constraints	16 (53%)
Concern with for-profit business models	15 (50%)
Context collapse (Marwick & boyd, 2011)	14 (47%)
Confusion	14 (47%)
Concern over damage to reputation	13 (43%)



Confusion

“The landscape is now so crowded that it's difficult to choose, select, & create a consistent & comprehensive identity. They're all over the place, those identifiers. There are many different data & silos, and it's difficult to combine them in one place & draw some conclusion.”

(Librarian, P102)

The “Dark Side”

Ethical Considerations

- For-profit models
- Commodifying people via “branding”
- Privilege & power dynamics
- Copyright peril
- For-profit models
- Altmetrics/metrics
- Data Capture
- Labor Capture



For-Profit Models

“I think part of it is that I feel some hesitation to engage with ResearchGate & Academia.edu based on their corporate ties & for-profit business models. I know Twitter & Facebook are the same, so it’s not a consistent feeling, but I worry about the profit motivations of ResearchGate & Academia.edu.”

(Librarian, P50)

Library Service Roles: Currently Offered

Theme	N (%)
Offer workshop	10 (100%)
Orientation to altmetrics/scholarly landscape	10 (100%)
Provide information on tools	10 (100%)
Help with packaging content	9 (90%)



Offer Workshop

“We will basically do a workshop about tools and strategies for managing scholarly profiles, deciding where to publish, avoiding predatory publishers, metrics/altmetrics, social media.”

(Librarian, P1)

Library Service Roles: Ph.D. Desired Assistance

Theme	N (%)
Offer individual consultation	2 (20%)
Orientation to altmetrics/scholarly landscape	2 (20%)
How to create a personal website	1 (10%)



Orientation to Landscape

“I wish I had known earlier in my career [SI these tools], maybe when I started my masters program, it would have been more helpful for me to use these tools earlier rather than later... I had limited ideas about how to disseminate information related to your research... [or] how to actually use them for your research. I didn't have the knowledge.”

(Ph.D. Student, P95)

Library Service Roles: Faculty Desired Assistance

Theme	N (%)
Copyright	3 (30%)
Open access (OA) education	2 (30%)
Information on tools	2 (20%)



Copyright

“The biggest [barriers] are the publisher agreements that say what can or can't be posted. Ideally [I] would want to be able to post everything. I haven't felt it's really held me back...but it would be nice if I could publish or make available things on an online venue.”

(Faculty, P32)

Future Directions



Identify key practices/strategies to establish & maintain SI



Further identify barriers & how to overcome them



Develop materials to assist with discovering & using digital tools



Further explore relationships & services with academic librarians

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Librarians Supporting Scholars

Lisa Janicke Hinchliffe

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What is the Choice?

an **unmanaged**
online identity is
an online identity

a **managed**
online identity is
an online identity



Sarah Goodlier, http://www.slideshare.net/SarahG_55/academics-online-presence-assessing-and-shaping-your-online-visibility26oct2012

Questions Librarians Can Help Scholars Think About

- ❖ What is the goal of your online scholarly presence?
- ❖ What do you have time to manage?
- ❖ Which scholarly communication/collaboration networks/profile systems might be best for you?
(http://wikipedia/Comparison_of_research_networking_tools_and_research_profiling_systems)

What a Scholar Needs - A Librarian Can Help!

- ❑ All of the names published under/are known as
- ❑ Identifier numbers
 - ❑ ORCID Identifier
 - ❑ Other Identifiers (Scopus Author ID, Web of Science ResearcherID, etc.)
- ❑ Digital photo/representational image
- ❑ Email address (that check often)
- ❑ Personal website address (if have one)
- ❑ List of publications/presentations with DOIs (useful to have formatted and as RIS file)
- ❑ PDF copies of publications/presentations (if the publications contracts allow sharing them; author manuscript versions otherwise)

Lisa's Bottomline Advice for Career Stages

Everyone Immediately:

1. Register an ORCID (<https://orcid.org/>)
2. Make a Conscious Decision re ResearchGate and Academia.edu

After Publish Something:

3. Claim Your Google Scholar Profile (<https://scholar.google.com/>)
4. Register with Microsoft Academic (<https://academic.microsoft.com/>)

If Author/Edit a Book:

5. Claim Your Amazon Author Profile (<https://authorcentral.amazon.com/>)



Digital Presence and Public Scholarship Initiative

Kristen Mapes

Michigan State University

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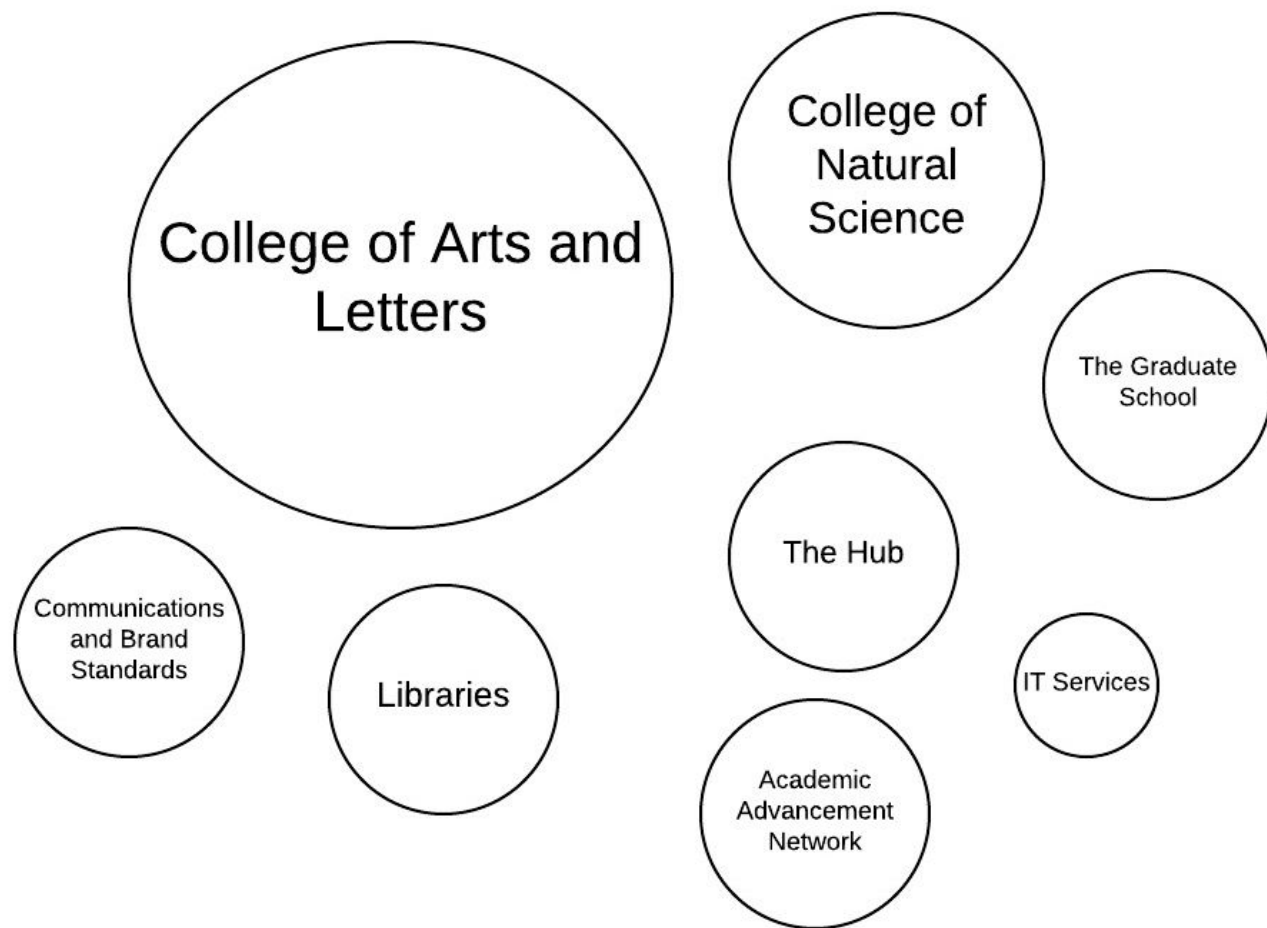
College of Arts & Letters

Promote and support efforts by faculty and graduate students in the College of Arts and Letters to critically think about, create, and maintain a robust digital presence that amplifies and enriches their scholarship and enables them to engage the broader public.

- Christopher P. Long, Dean (@cplong)

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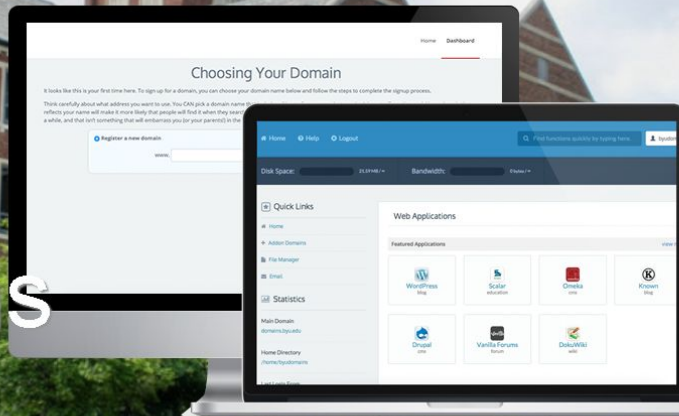


Our Goals

At its core, the Initiative is about reclaiming agency over one's own digital presence and telling your story and the story of your work to a public audience.



MSU Domains

[Get Started](#)

The Digital Presence and Public Scholarship Initiative (DPPSI) provides people from across MSU with server space and website capabilities to take charge of their online presence. With a Reclaim Hosting account, you can create a professional portfolio site using WordPress, a website for a collaborative project you are involved in, or a digital archive or book. Or all three. We provide you with the space and human support via training, an optional fellowship program, and on-demand appointments, and you have the freedom to create and share your work with the world.

msu.domains

Begun in 2015-16, DPPSI supports faculty, staff, specialists, and graduate students from across Michigan State University. It is a university-wide endeavor, led by the College of Arts and Letters, bringing together a growing number of partnerships, including with the College of Natural Sciences, College of Education, the Hub, Academic Advancement Network, Communication and Brand Strategy, and University Outreach and Engagement.

HOW DO I GET STARTED?

MSU Domains is a service currently available for MSU Faculty, Staff, and Graduate Students only. Accounts may be requested at any time, but persons requesting accounts must attend a startup workshop or consultation in order to get started. Upcoming opportunities are listed on the [Calendar page](#).

MSU domains is a service for individual faculty/graduate student professional websites, their public research project sites, or public teaching materials. The system is not designed for departmental, program, laboratory, or other university sites. All information/data on MSU domains must follow the [MSU Institutional Data Policy](#) and users must adhere to the [MSU Acceptable Use Policy](#). Please check with your College or unit for any further use policies.

If you do not have an account and you wish to set one up please contact us by sending a request to help@cal.msu.edu

SUPPORT DOCUMENTATION

Getting Started

[Setting Up Your MSU domains Account](#)

This tipsheet will guide you through setting up your msu.domains account.

[How to Install WordPress](#)

This tipsheet will help you to download the application WordPress, which allows you to create an MSU website, as well as specify details such as templates and backups for your site.

[Transferring From A WordPress Website](#)

This tipsheet will help you transfer content from your current or previous website WordPress website to your new WordPress website.

[Transferring A Previous Website to WordPress](#)

This tipsheet will help you transfer content from your current or previous website non-WordPress website to your new WordPress website.

Customizing WordPress

[Customizing WordPress](#)

This tipsheet will walk you through customizing a WordPress website's appearance.

[How to Set Up Google Analytics in WordPress](#)

This tipsheet will help you to set up and use Google Analytics in your WordPress site.

[List of Recommended Plugins](#)

A list of recommended plugins for WordPress.

FELLOWSHIP OPPORTUNITIES

Online Presence and Public Scholarship Fellows Program – Blogging Workshop

Attention: Faculty and Academic Staff

February 12, 19, 26 and March 12, 19, 26, 2019

12:00 – 1:00 p.m. (Tuesdays)

Digital Scholarship Lab, MSU Main Library, 2nd Floor West

For the last couple of years, the Online Presence and Public Scholarship Fellows program has aided scholars from across MSU in developing and managing their presence on the Internet. This semester, we are offering an additional seven-week program focused specifically on helping participants develop or expand a blogging practice, exploring ways that public writing can help further scholarly goals, and exploring workflows and practices for establishing a regular writing and publishing schedule.

The workshop will be held on Tuesdays, 12:00-1:00 p.m., from February 12th through March 26th (in lieu of meeting during Spring Break, participants will be encouraged to work on their own on March 5th). It will meet in the Digital Scholarship Lab on the second floor of the MSU Main Library.

Workshop sessions will alternate between topical discussions and hands on practice, with a focus on helping participants get started blogging, explore their voices as bloggers, think about what makes a blog post good, and create connections to other academic bloggers. The workshop will be co-facilitated by [Kathleen Fitzpatrick](#) and [Burton Bargerstock](#), who will be joined by guest bloggers.

To apply, please fill out the form at the link above. Applicants are asked to commit to attending

HUMANITIES COMMONS



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College of Arts & Letters

Time commitment

Digital Presence Fellows (8 weeks, weekly meetings)	Blogging Fellows (6 weeks, weekly meetings)	Online Presence Workshops (3 hours, once)	Wordpress Intro
			DoOO Intro
	Lab Fellows (4 weeks, weekly meetings)	Class Engagement (3-5 hours, semester)	Individual Consults
			Drop In Consulting
		Faculty Development Fellows (6 hours, academic year)	Tipsheets/Videos
			Single Class Session



Digital Fellows Curriculum

Week 1 - Introduction - Goal Setting, Visitor & Resident Mapping Activity

Week 2 - Website Mapping and Wordpress Introduction

Week 3 - Co-Work



Digital Fellows Curriculum

Week 4 - Connecting Your Website to other Digital Presence Spaces (Google Scholar, ORCiD, Social Media, etc) + IFTTT introduction

Week 5 - Audience - For your website, and for your other digital presence space; discussion about open publishing, sharing, and Analytics

Week 6 - Co-Work

Digital Fellows Curriculum

Week 7 - Creative Commons Introduction (finding open access images) and Introduction to Accessibility

Week 8 - Getting your own domain name; Security; and Co-Work

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Examples of Faculty Websites

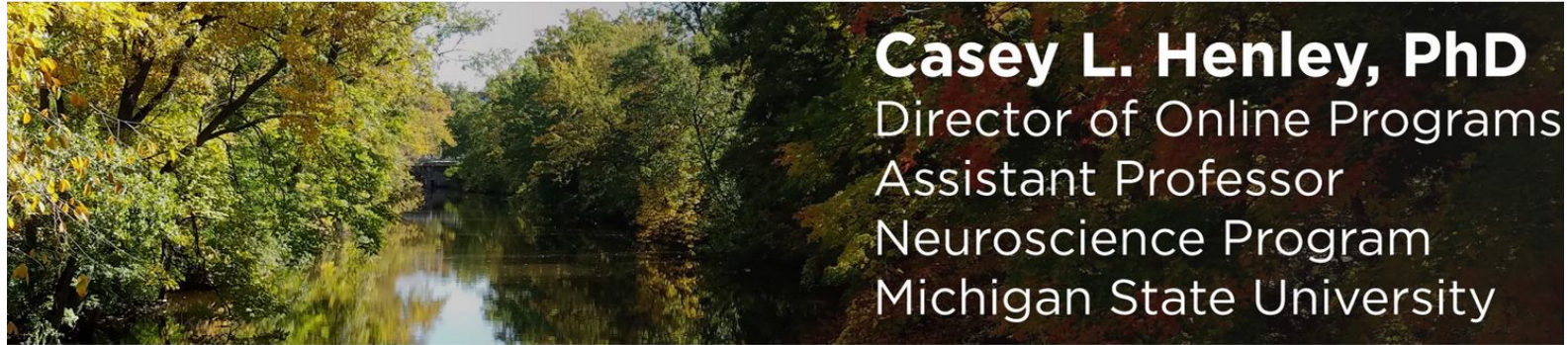
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Casey L. Henley, PhD

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Teaching

Curriculum design and course instruction



Accessibility

Meeting the educational needs of all students



Outreach

Communicating science to the public



Design

Science illustrations and web design

caseyhenley.com

OLC Foundations Course – Finished!

by Casey Henley | Mar 26, 2019 | Teaching | 0 Comments

Tweets by [nerdoscience](#)

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WELCOME

This is a digital home for my research, teaching, and digital projects.

I'm Assistant Professor of German at Michigan State University. I am interested in how mathematics helps us think critically about cultures and art. I explore these interests in the fields of German Jewish intellectual history, digital humanities, and philosophy.

Please click on articles or use the menu to navigate digital projects both past and present.

📖 Books

The Mathematical Imagination: On the Origins and Promise of Critical Theory

🔖 [Critical Theory](#), [digital humanities](#), [Kracauer](#), [mathematics](#), [Rosenzweig](#), [Scholem](#)

This book offers an archeology of the undeveloped potential of mathematics for critical theory. As Max Horkheimer and Theodor W. Adorno first conceived of the critical project in the 1930s, critical theory steadfastly opposed the mathematization of thought. Mathematics flattened thought into a dangerous positivism that led reason to the ...

[Continue reading >](#)

📖 Digital Projects

The Annotated Star

🔖 [annotation](#), [archive](#), [data visualization](#), [digital humanities](#), [Rosenzweig](#)

📖 Digital Projects

The "Poor Sinners' Pamphlets"

🔖 [data analysis](#), [digital humanities](#), [digitization](#), [governance](#), [pedagogy](#), [technology](#)

"Poor Sinners' Pamphlets" is a history of the evolving relationship among body, text, and technology from the perspective of eighteenth- and nineteenth-century European criminal documents. Developed in my joint graduate and undergraduate seminar in the digital humanities (AL 340 / AL 891, Spring 2016), this site offers scholars a collection of ...

[Continue reading >](#)

📖 Digital Projects

Critical Comics

🔖 [comics](#), [Critical Theory](#), [digital humanities](#), [graphic narratives](#), [pedagogy](#)

The online collection, "Critical Comics: A Critical Approach to Digitizing Comics at MSU"

Matthew Handelman - mhandelman.org

Lessons Learned and Next Steps

- Focus on the content of digital presence, the **relationships** and the **why** rather than on the technical.
- Collaboration is essential and **shared participation** in the direction of the initiative.
- Improved visibility of the work via the website
- Scaling up

Personal Online Presence

Lynn Silipigni Connaway, Ph.D.

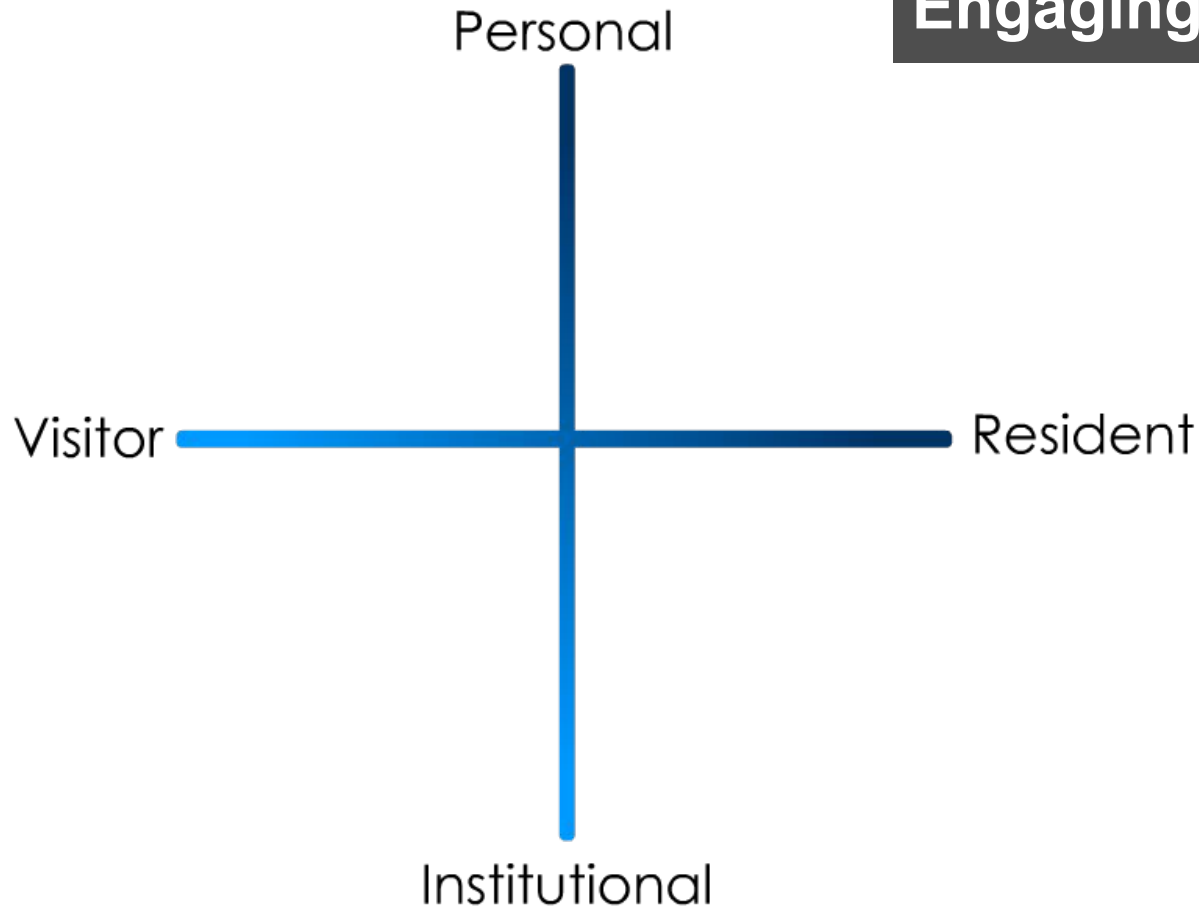
Director of Library Trends and User Research

connawal@oclc.org

@LynnConnaway

V&R MAPPING ACTIVITY

Engaging individuals in context

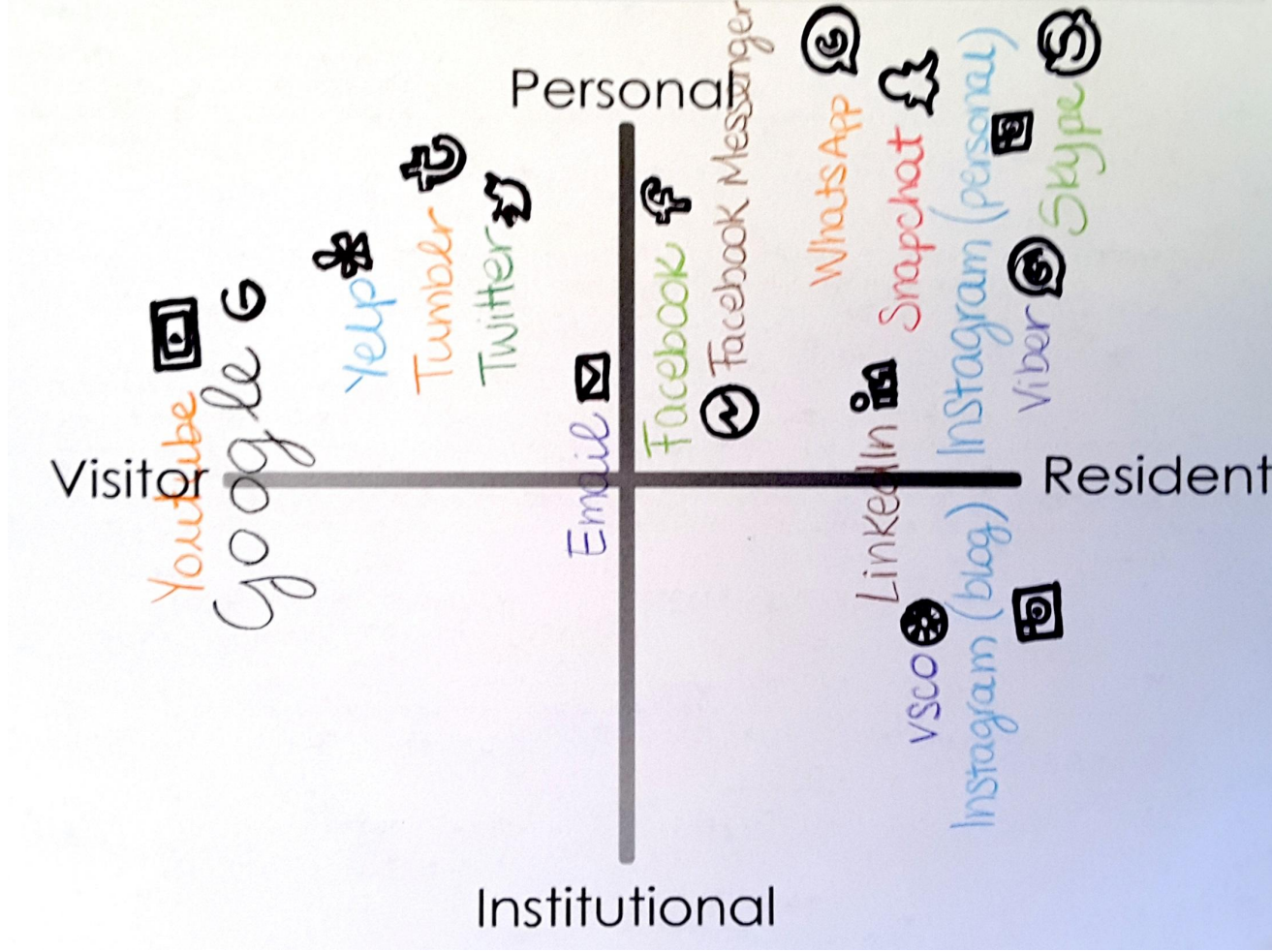


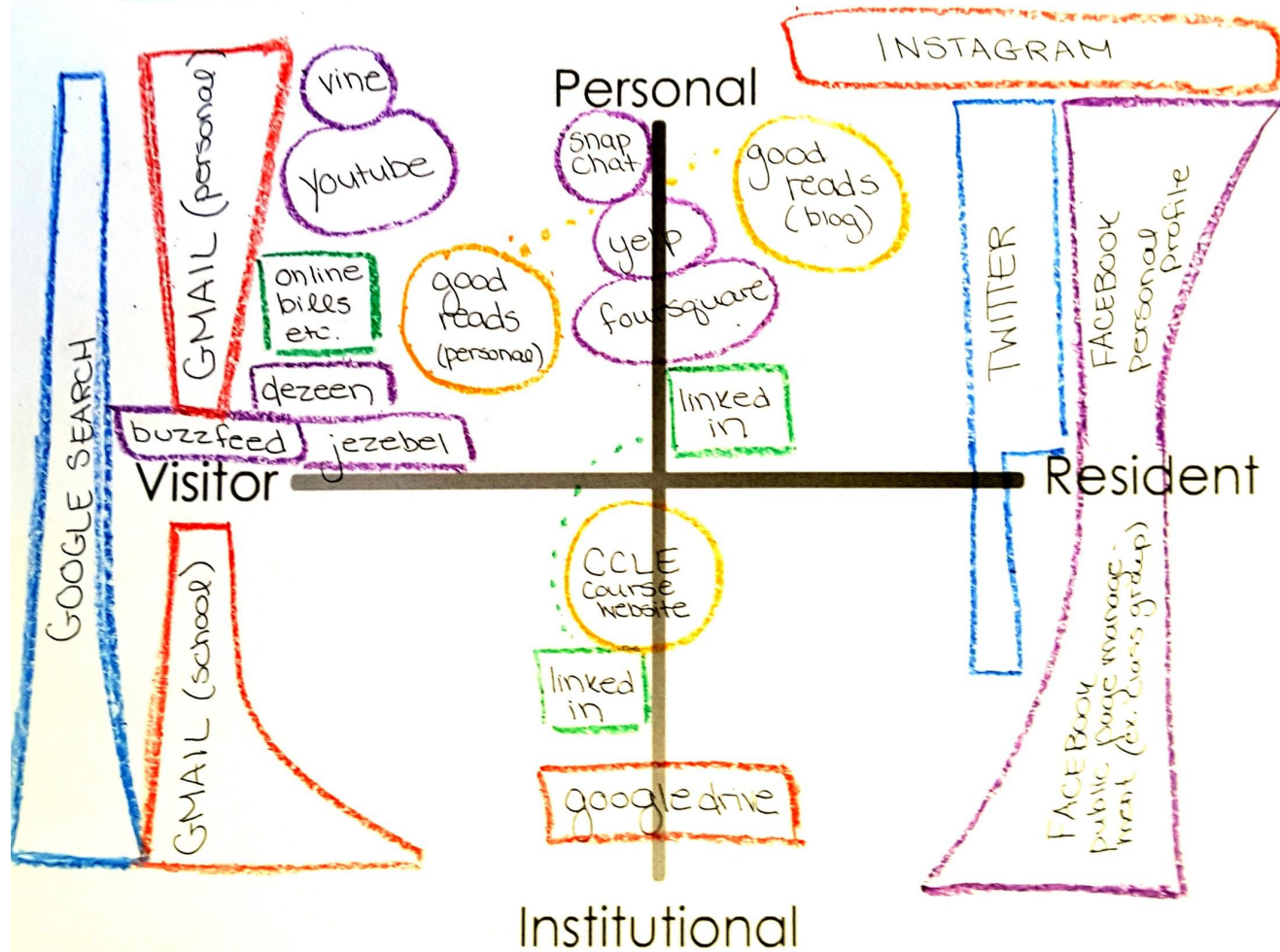
(White & Connaway, 2011-2014)

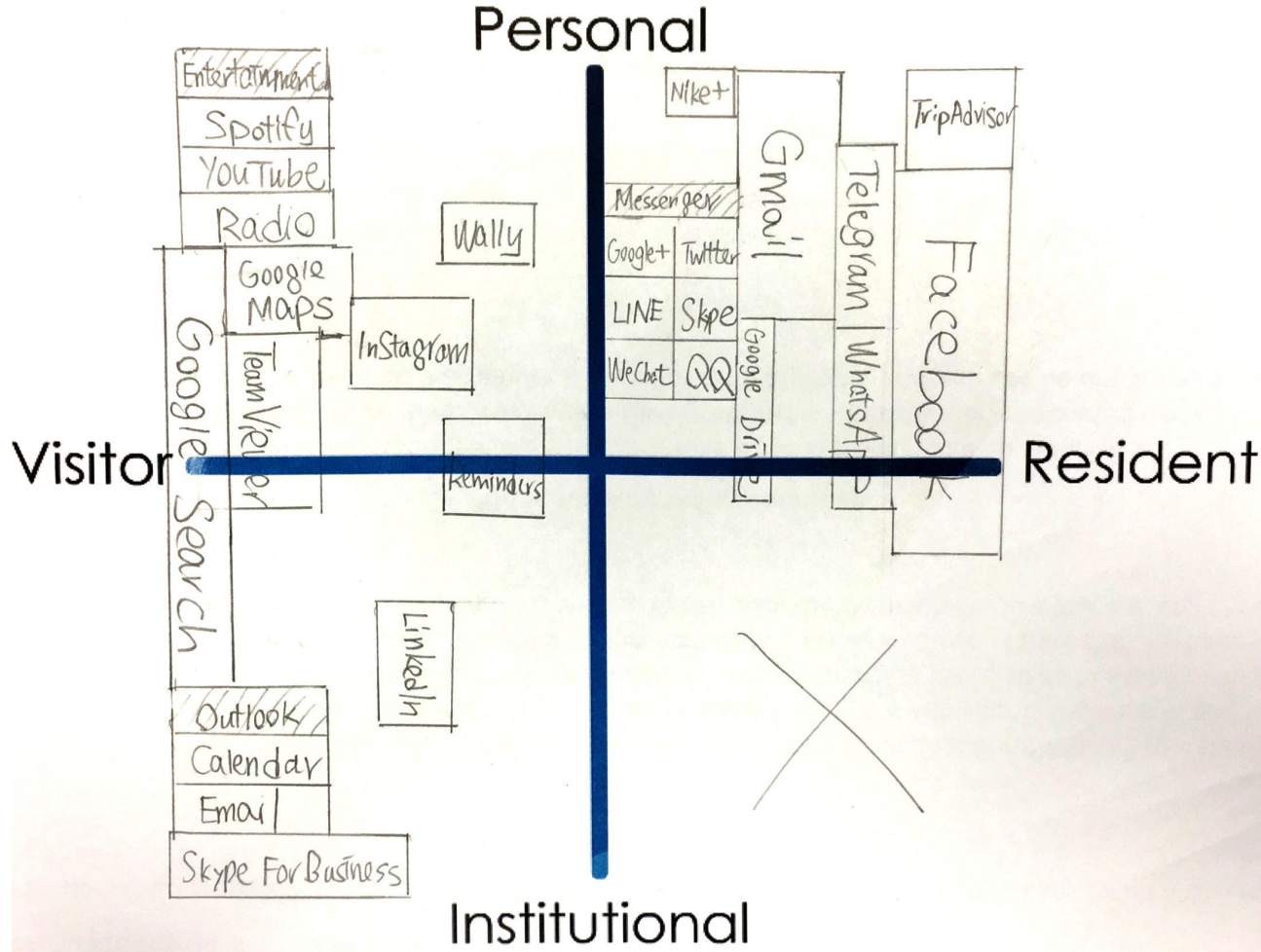
OCLC Research

[Play](#)

Using the Digital Visitors and Residents App









Map and Definitions for the Visitors and Residents Mapping Exercise

Identifier of Participant:

Contact Email of Participant:

TWITTER
FLICKR
OPENRICE
IMDB
NETFLIX
SUBTIT FORUMS

COMPUTER AUDIOPHILES
+ DAPRIVEN

Personal

R MASONAL
AMAZON

WECHAT
MAPS/CITYMAPPER
PRICE.COM.HK
VIBEX
FB
KICKSTARTER/INDIEG
4090
ITUNES
SCMP/GUARDIAN

Visitor

Resident

FANTASTICAL
(CALCULATOR)

WHATSAPP/TEXT/EMAIL

VONZURE
WIKIPEDIA
DUCKDUCKGO
SAFARI

Institutional

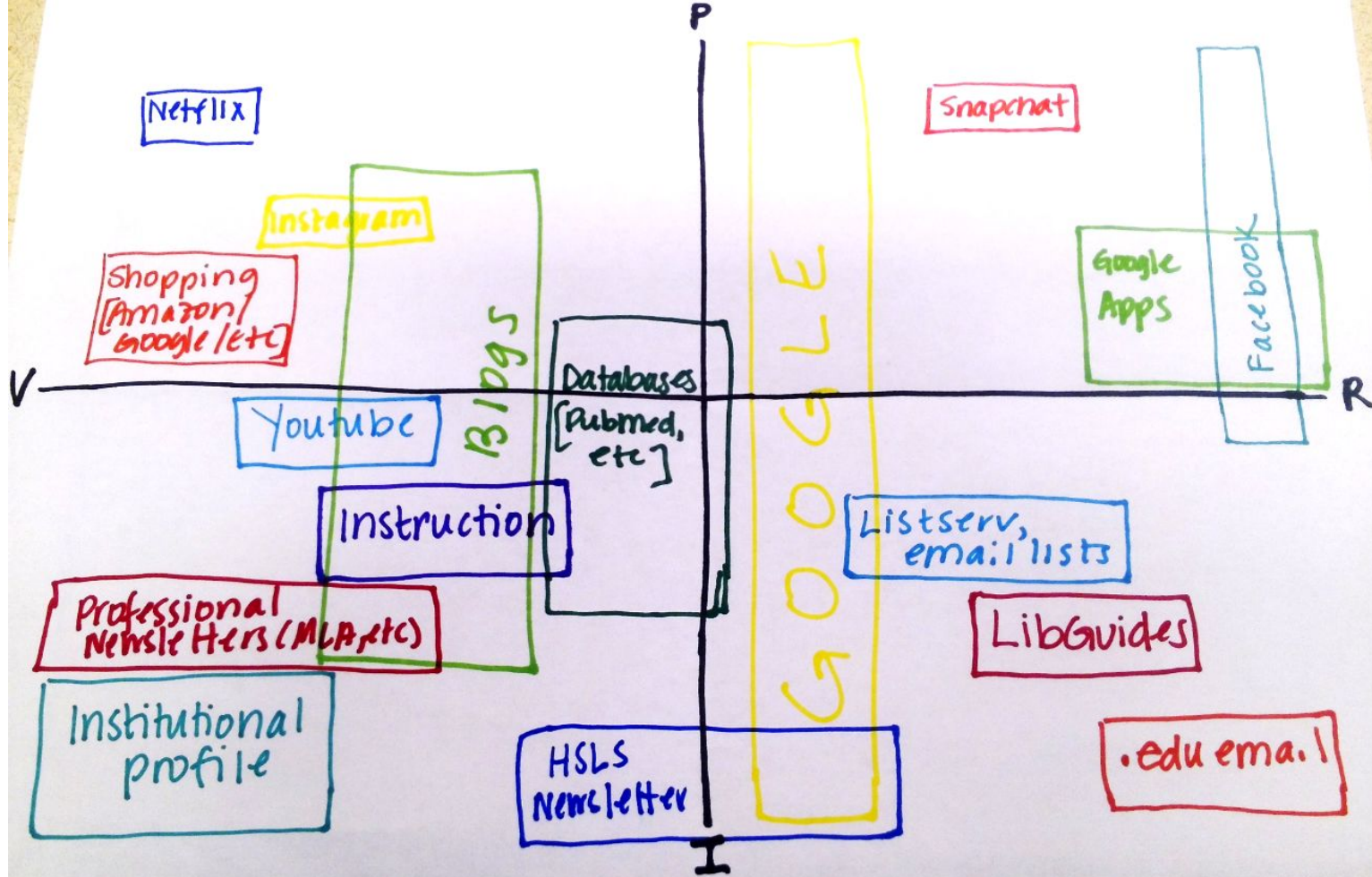
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SKYFI
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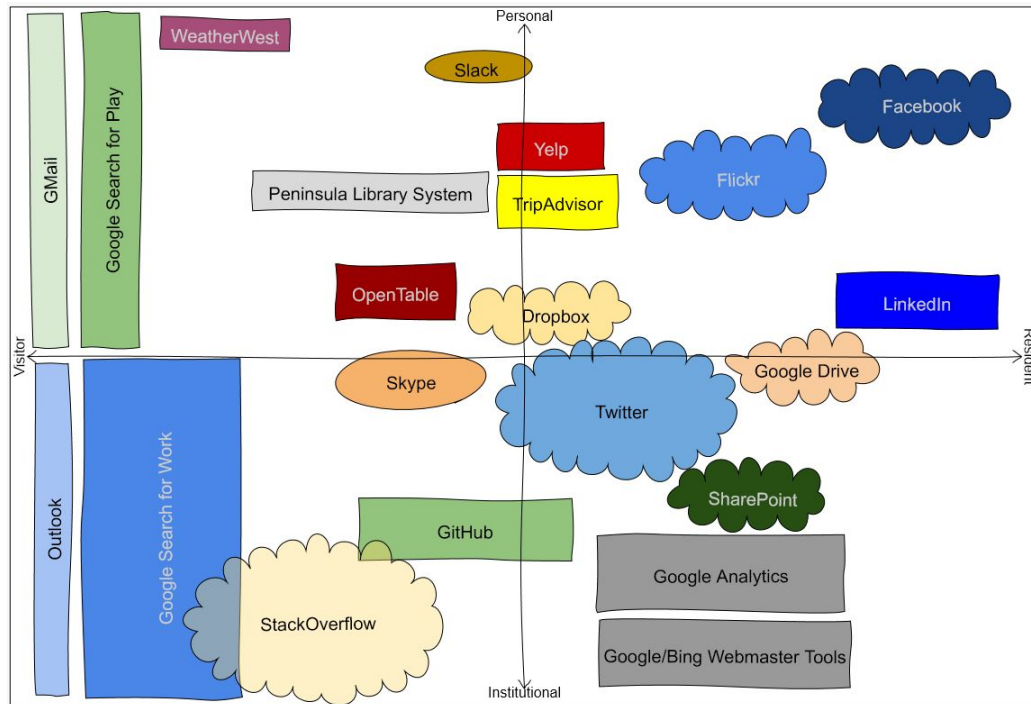
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Suggested Citation: White, David, Lynn Silinini Connaway, and Donna Lanclos. 2016. Map and Definitions for the



<http://oc.lc/vrmap>



MAPPING ACTIVITY

USE THE MAPPING SHEET OR

A PHOTO OF YOUR MAP AND EMAIL IT TO:

OCLC.VANDR@GMAIL.COM

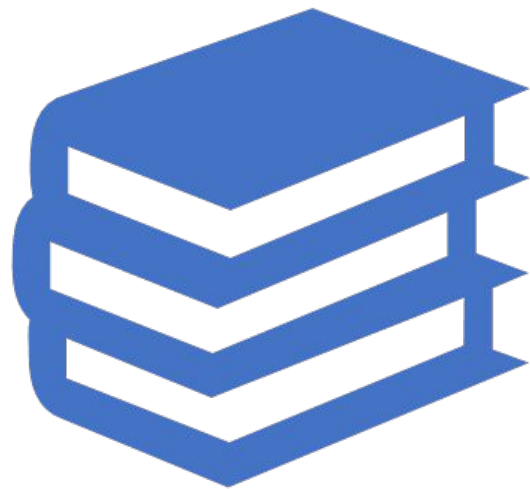
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Re(Casting) Call: Sculpting Services & Strategies for Cultivating Online Scholarly Identity

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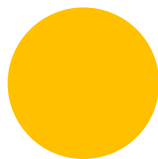
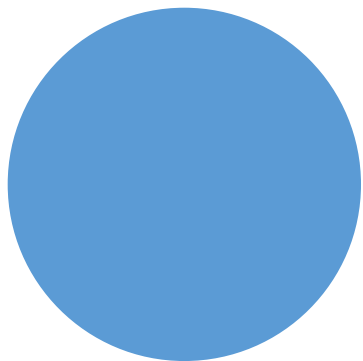
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